

## ABSTRACT

### *Massimo Baldacci, The Pedagogy of Franco Frabboni*

This paper takes up and rearranges the lines of interpretation of the work of Frabboni *The problematicism* (2003). In this essay, the author limits himself to the side of education, but the theory of teaching as a science, which finds complete expression in many other works of Frabboni, will constitute an important cultural contribution by the intellectual of Bologna. It is the comparison of problematicism with the problems of educational practice that derive instances of his rethinking and comparison with this comes the idea of integrated training system (which comes from the idea of “deschooling”). The pedagogy of Frabboni is critical and it is intent on addressing the educational problems in the optics of a problematicism which takes account of the historical times.

### *Franco Cambi, The Pedagogical “Applied” Problematicism by Franco Frabboni*

The author has dealt with care and depth of reading, studies on the pedagogical problematicism of Frabboni starting from lectio of his master Giovanni Maria Bertin. The pedagogy of Frabboni has a clear underlying theoretical model, precisely that of Bertin, but applied to the social of education and training. In thinking of Frabboni there is a massive and structural between theory and education, between school and teaching, which has shown in Frabboni one of the most committed and productive models of pedagogy. The author defines Frabboni as the authoritative voice of pedagogy from the sixties to today in light of a theoretical problem which has been constantly updated and re-read.

### *Giuseppe Trebisacce, The Integrated Training System in Franco Frabboni*

The author deals with a subject very dear to Franco Frabboni, the integrated training system, starting from the notion of territory and the analysis of the school crisis. The changes in society lead us to think of an expanded education and training system where the many educational agencies must work together for the realization of operative strategies, which are tailored to the needs of the many new social subjects. It is especially in the South of Italy that this system could be fruitful and Frabboni has always looked and reflected carefully in its numerous works on these historical and social issues.

### *Liliana Dozza, If the School. That is, the Teaching Profession*

Another essay on Frabboni and its reflection on the question of education. An “open school inside-out open” is a definition that closely recalls the thought of

the scholar of Bologna because it is an expression that tells how democracy is an open system that will require more education people who are intentionally involved the development of society and its education system. The school, of course, is made up of teachers and educators, professionals, competent, courageous innovators who undertake a difficult job. The teacher is a builder and an architect, reaffirms Frabboni, and pedagogical reflection can not forget to reflect on the historical and social transformation in recent years concerns the teaching profession.

*Franca Pinto Minerva, Franco Frabboni between Political and Pedagogical Responsibility*

The author reinterprets the work and the pedagogical action of Frabboni according to an utopian and political optical and emphasizing the capabilities of Bologna's intellectual to tie the theoretical with the idea of training. According to Frabboni, the risk is determined and the denial of fundamental characteristics of the subject-person, a person who has the right to care and sociality. The school is much in this direction, but a secular public school and who has at heart the fate of all citizens. These are favorite themes in the search of Frabboni and the author proposes a critical reading of these issues.

*Franco Cambi, Laicity and the Classical World. Reconstructive Reflections*

The author reflects on the concept of secularism from the ancient culture up to the modern and contemporary age. He focuses on four forms and borders of investigation (Hellenism, Christianity, St. Augustine to modern times) and he points out that today is still very important to reflect on the historical and political origins of this category.

*Franco Cambi, Scientific Writing: Pedagogical Notes*

The passage from orality to writing is a turning point in the culture and its forms, the use of the word, in communication, but also in the same thought. It develops thinking interpretive, reflective, tend to be more general and abstract. But the writing becomes, immediately, the heir of orality, and changes its sign. It fixes it. It submits to the interpretation and variation / specialization, and it gradually becomes clearer and more precisely through the instrument-write. The author studied these topics in educational and he reflects on some aspects of writing as a learning tool.

*Rosella Frasca, About Secularism. A Long and Complex Semantic History*

The author, in her essay, describes the place occupied in the distant past of Western culture by the concept of secularism, and uses that are made. The author discovers the concept of secularism in ancient societies to bring it into modernity. He links it to issues related to youth education opportunities, training and multicultural issues. and it focuses on the concept of Citizenship and transmission of knowledge.

*Vincenzo Orsomarso, The School as a Problem: Labriola, Gramsci, with a Look at the Present*

The author, in this essay, calls for revisiting some moments of the debate about the school which takes place between 800 and 900, and it takes into considera-

tion the actions of Antonio Labriola on the elementary school and the university as a place of participatory research. Gramsci emphasizes the limitations of this approach and it offers educational organization able to reconcile the industrial work and intellectual work in the perspective of an exercise of social control both the political and cultural sphere as in the economic-productive. These positions are still being shot and refining, as they are capable of advancing in a significant pedagogical debate

*Franco Cambi, On Pedagogy of Ferrante Aporti: Notes*

The author, in his essay, reflects the importance of the work done by the priest of Cremona. He carefully read the writings of some scholars specialize on Aporti (for example Christina Sideri) and he is able to say that these extensive studies show a more complete Aporti. Aporti seems like a sophisticated renaissance educator, a man sensitive to the treatment of childhood and at the same time apolitically committed man, that binds to the positions of the Catholic-liberal. An important educator to read and study with more and more attention.

*Franco Cambi, The Melodrama and his Books: it is an Educator of the Imaginary Between the Bourgeoisie and the People*

In the last two decades and beyond is robustly developed a line of investigation and critical-literary-musical theater around the opera librettos. A field that is growing and going through specialized education or more minute explorations, including pedagogical and educational reflection. Even today we discuss a lot about the identity of opera librettos, and the author has touched on some innovative aspects that emerged during the Romanticism, such as, for example, civil, political and ideological issues (themes still very present). He deals with major authors, such as Giuseppe Verdi, stressing the educational, political and cultural value of their works and textbooks on.

*Francesca Pulvirenti, Education at the Thought and Affection in M. Lipman*

Even an essay on the philosophy for children (P4C) and the exercise of thought. An exercise that, according to the author of the essay is educational practice. The P4C is an important contribution to educational activity which aims to restore to the children 'rights of thought'. This is largely thanks to M. Lipman who has always supported the theory of multidimensional thinking of the child. The author insists on the concept of community because each group should be turned into a community to develop feelings of friendship and love. The P4C is proposed as a tool to think and feel other-minds, and the author presents us a laboratory experience

*Giovanna Del Gobbo, A Pedagogical Approach to the Participatory Dimension to the Integration of Knowledge and Intangible Assets*

The present contribution is placed in the frame of international research project (Italy, Brazil, Cuba, Guatemala, Nicaragua) that, from 2006 until 2010 with the involvement of ten Universities, developed the elaboration and the application of interdisciplinary theoretical and methodological models for the analysis and the valorization of human capital and territorial patrimony for the endogenous sustainable development.

In the Project, the appeal to heuristic methodologies, for experiences' analysis, has allowed to individualize interpretative categories that can represent crite-

rions for transfer and dissemination of the research outputs. The dimension of “participation” appears surely an interesting category, especially if it is in relationship to the idea of development of the communities and the subjects. The contribution, further to a theoretical-methodological reflection on the “participation”, introduces the analysis of a research experience in the Mayan communities of Guatemala

*Antonella Verdiani, Educating for Joy*

The hypotheses that the author intends to make in her article is that presently, Integral Education can be one of the approaches adopted for school education which can promote a sense of “well-being” and an inner joy for the students and the teachers, who are important constituents and investments in the educational process. Here one accepts that with an Integral vision for education, it is possible to educate and to grow because this approach follows the path of liberty and the “joy of the being”. Two aspects come to light through this investigation: the training of teachers as “guides” and the sense of “well-being” present in the “free” schools. The latter supports what the hypothesis states, consequent research too indicates the same, which is that freedom is a necessary component of education, for a holistic development of the child (physical, mental and spiritual): that it promotes and helps recreate the experience of “Joy of being”. The conclusion that this article draws is based on the introductory elements, the prolegomena to theories of education: “Joy”, intended as the “guiding emotion” in education can also act as a condition of union with the Absolute.